

Marlborough St Mary's CE Primary School

Covid Catch-Up Strategy Statement 2020-2021 – Review Autumn 2021



What is Covid Catch-Up Funding?

In July 2020, the Government announced a one-off universal £650 million catch-up premium for the 2020-2021 academic year to support schools in their efforts to close the education gap created by the national lockdown in the academic year 2019-2020 caused by the coronavirus (Covid-19) pandemic.

The Education and Skills Funding Authority has published details of the provisional allocation of the coronavirus (COVID-19) catch-up premium and the conditions of the grant for the academic year 2020-2021. The funding is allocated according to the number of pupils on roll and will be paid to the school in three instalments during the current academic year.

The DfE has produced some guidance on how the money should be spent but it has stated that it is not expected, however, that there will be a spend of £80 on each and every pupil in schools. The government has made it clear that the spending of this money will be down to schools to allocate as they see fit.

Identified barriers to educational achievement due to the Coronavirus (Covid-19) Pandemic

Although all our families worked closely with the school during the national lockdown in order to support their children with home learning, Marlborough St Mary's CE Primary School has identified the following academic areas as potential barriers to achievement experienced by some of the pupils as a result of the National lockdown during the academic year 2019-2020.

- Reduced language skills – communication and comprehension of the written word
- Gaps in understanding and application of phonics skills
- Maths – assessments show gaps in understanding concepts from the 2019-2020 academic year
- Writing – writing stamina has reduced and there are gaps in understanding and application of grammatical features
- A few children also experienced upset; have reduced confidence and social skills.

Some gaps are due to content not being able to be fully covered during the previous academic year resulting in an interrupted programme. On the return to school in September, it has been evident in all year groups, that some of the taught content needs to be revised and consolidated.

In addition, teachers have observed that pupils joining the school in Reception have found communication skills and social skills challenging due to the being unable to attend their pre-school settings prior to starting school.

Overall, we are extremely pleased with how our pupils have returned to school. They are full of positivity and a desire to learn. They are keen to be in school and attendance has been above the national average. Throughout the school there is purposeful, industrious atmosphere with all pupils fully engaged with the broad and balanced curriculum that we continue to offer.

Desired Outcomes for 2020-2021

- All pupils to have made at least expected progress from their starting points in Reading, Writing and Maths during the academic year.
- All pupils to have reached their target attainment for the year based on their pre-lockdown attainment
- All pupils in need of ELSA / Nurture support receive that support during the year

Success criteria

- All pupils, who do not have an additional educational need, make good or outstanding progress in Reading, Writing and Maths during the academic year.
- All pupils, who also have an additional educational need, make good to outstanding progress towards their personalised targets.
- ELSA / Nurture support assessments show positive outcomes for pupils involved

Planned expenditure for the Covid Catch-Up funding

The planned expenditure, in line with government guidance and the Pupil Premium strategy, is taking a three key areas approach.

Research into strategies which are most effective in raising attainment, accelerating progress and closing the gap has been undertaken by the Education Endowment Foundation, National Foundation for Educational Research and other educationalists and evidence from their findings has been used to support our expenditure decisions for next year.

The National Foundation for Educational Research identifies seven key elements for success:



The Education Endowment Foundation Guide to the Pupil Premium identifies three key areas for focus:

As a school, our focus will be on key strategies which evidence from a range of sources, including the Education Endowment Foundation Toolkit, suggests accelerate pupil progress most effectively within these three areas.

These include:

- Quality First Teaching
- Reading proficiency
- Targeted interventions (1:1 and small group)
- Social and Emotional Support



Strategies for achieving our desired outcomes:	Autumn 2021 Review
For all pupils we will:	*Quality First Teaching

*Provide **Quality First Teaching** in all classes so that all pupils are supported and challenged to make at least good progress from their starting points and are on-track to achieve their full potential

Quality First Teaching is taking place in all classrooms – analysis of pupil progress since lockdown indicates that in Reading: 97.6% of pupils in the school made at least expected progress for the time spent directly in school with 84.4% of pupils making more than expected progress (accelerated progress). In Writing: 96.9% of pupils in the school made at least expected progress for the time spent directly in school with 78.7% of pupils making more than expected progress (accelerated progress) and in Maths: 98.1% of pupils in the school made at least expected progress for the time spent directly in school with 80.5% of pupils making more than expected progress (accelerated progress).

Staff CPD has included a focus on consolidating a whole school understanding of what Quality First Teaching involves and how it looks in Marlborough St Mary's. Other CPD has focused on aspects of teaching and learning in order to review and develop skills and share best practice. CPD will continue to focus on Quality First Teaching during the 2021-2022 academic year.

*Implement a **Broad and Balanced Curriculum** featuring well sequenced, purposeful cross-curricular and subject specific lessons enabling all pupils to develop and apply their skills across the full range of subjects

***Broad and Balanced Curriculum**

The new single-year topic cycle has now completed its interim year where adaptations were made in Y6 to ensure pupils covered all the National Curriculum and in 2021-2022 all year groups will be teaching topics as identified on the topic cycle.

Teachers have worked together to ensure progression and coverage across all subjects – identifying cross-curricular links to enhance learning opportunities.

Marlborough St Mary's made the decision not to narrow the curriculum on returning from lockdown but to utilise the opportunities to develop reading, writing and maths skills across all areas of the curriculum. This means that there are no aspects of the National Curriculum for foundation subjects which pupils will not have the opportunity to explore.

*Use **Assessment for Learning** strategies rigorously to identify any gaps in learning; misconceptions in understanding and to subsequently adapt their planning and interventions to meet the ongoing need.

***Assessment for Learning**

All teachers use ongoing assessment for learning strategies to identify gaps and misconceptions. Annotations on planning indicate where pupils have been identified for interventions / concepts have been revisited / plans have been adapted.

The introduction of 'Can Do' maths with the 'Remember It' challenges and daily Maths Meetings has assisted in quickly identifying and addressing gaps and misconceptions within Maths.

For some pupils we will:

*Teach **Read, Write Inc (RWI) Phonics** to all pupils in EYFS/KS1 and any pupils in KS2 who need the support,

***Read, Write Inc (RWI) – Phonics**

RWI was taught across all of KS1 encompassing 166 KS1 pupils. Pupils who needed intervention support were provided with small group and individual support. 86% of pupils who received

fully identifying their individual standards and adapting teaching / groupings accordingly.

The **RWI Virtual Classroom** will be purchased in order to provide additional support for all pupils in the event of remote home learning as well as support the in-school provision of phonics interventions.

*Establish **high quality bespoke interventions** for those pupils who need additional time and support to secure understanding of key concepts – additional staff will be employed to allow a greater number of interventions to be undertaken

*Continue to provide **ELSA / Nurture** for those pupils who need additional support in this area. Timetables will be adapted in line with covid-safe operating systems

*Purchase a subscription to **Mathletics** for Year 6 pupils. This programme enables personalised assignments and challenges to be set which can support, consolidate and

intervention support from the catch-up funded adult reached the standard required to pass the screening check; the other pupils made significant progress during their time receiving the intervention with their scores increasing by over 800% over the year.

***Read, Write Inc (RWI) – Phonics Virtual Classroom**

This was purchased in January 2021 and was used, initially, as part of the remote learning offer but is also used as part of phonics teaching. The Virtual Classroom has been used to support all 166 KS1 pupils plus an additional group of KS2 pupils who require further phonic support. The Virtual Classroom has been used for in the region of over 180 pupils across the school.

No official screening checks took place in the Summer Term. Internal screening checks resulted in 71.7% of the mainstream Y1 pupils reaching the standard required to pass the screening check with a few children within a couple of marks of the standard. At the end of Y2, 88.4% of the mainstream pupils had reached the standard required. All pupils in both year groups had made significant progress over the year.

***Bespoke Interventions**

All interventions have been bespoke to specific barriers for the pupils. The additional adults have enabled 146 pupils (36% of the school population) to receive support which would not otherwise have been possible as all teaching assistants have also been providing bespoke interventions for pupils and so far fewer interventions would have been able to take place.

***ELSA / Nurture**

These continued to be provided for pupils most in need and will continue into the 2021-2022 academic year. 102 pupils received ELSA or Nurture support during the 2020-2021 academic year (25.2% of the school population)

***Mathletics**

Mathletics was purchased to support 60 Y6 pupils. (14.8% of the school population). Maths outcomes were 69.5% achieving EXS or above with 15.3% achieving GDS.

extend mathematical understanding. This will support with closing the gap due to the lockdown and provide and additional teaching tool to support remote learning

*Introduce the **Nuffield Early Language Intervention** for targeted pupils to aid acquisition and comprehension of language skills.

100% of the cohort had made at least expected progress for the year with 42.4% making more than expected progress (accelerated progress). 100% of the cohort had made more than expected progress for the period of time they had been on-site since March 2020.

Mathletics will be extended to incorporate Y5 and Y6 pupils in 2021-2022 (29.4% of the school population)

***Nuffield Early Language Intervention (NELI)**

The Government backed this intervention for all schools.

The scheme requires the first part of the programme to be undertaken in the pre-school setting with the second part taking place in the Reception year. As this was a new intervention established for this year, no pupils had been part of the programme in their pre-school settings and this part of the programme had to take place during the Reception year. Training had to be undertaken by staff before the programme could be implemented, the training only became available in the Spring Term.

The scheme limits the number of pupils directly involved to 4 in a group.

8 pupils (13.3% of the cohort) were involved in the NELI programme in 2020-2021 and significant progress was made by all. Key aspects of the NELI programme will be adapted into whole class teaching by the EYFS team in order to ensure that all pupils benefit from the core principles going forwards. If appropriate, the NELI intervention will be implemented again for the new Reception cohort allowing time to complete, if necessary, both the pre-school and reception elements of the programme.

How the additional Covid Catch-Up Funding will be spent:	Number of Pupils	Cost
*Support the subscription to the Read, Write Inc virtual classroom	180+ ongoing	£1875

*Support the introduction of the Nuffield Early Language Intervention (NELI)	8 in direct group	£2950 in TA time
*Support the subscription to Mathletics for Year 6 pupils	60	£252
*Fund a teacher and teaching assistant (3 days a week each) to lead bespoke interventions that address gaps in learning that are as a consequence of the lockdown	154+	£16,818.48
*Fund purchase of additional resources as necessary to support these interventions; embed the RWI Virtual Classroom and NELI Interventions	230+	No further costs to those listed above

Covid Funding 2020-2021

This funding is paid into the school budget at different times over the year.

October 2020 payment	£7600
March 2021 payment	£12470
June 2021 payment	£14330
Total COVID funding	£34400
Total spent to date:	£21895.48
Remaining balance – moving into Autumn 2021	£12504.52

How the impact will be monitored:

The impact of the Catch-Up funding will be monitored and evaluated and reported to the Governing Body.